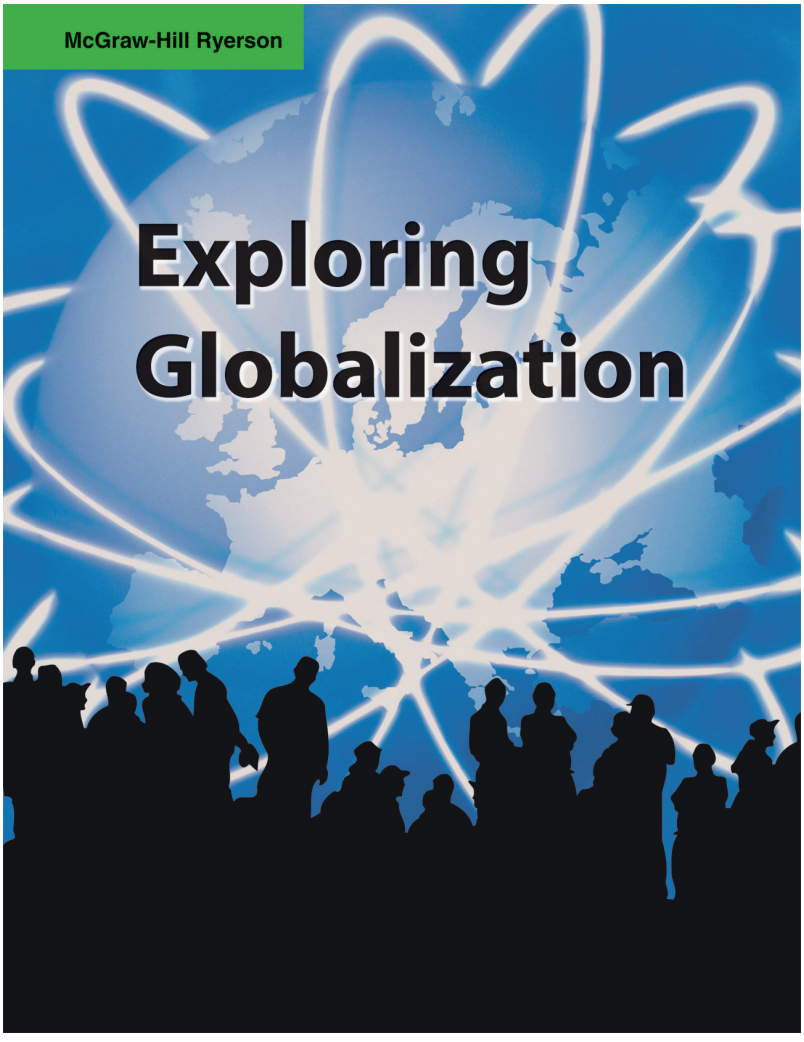
Tour of the Textbook

Welcome to *Exploring Globalization*. Take some time to go over these pages and understand how this textbook is set up to help you complete this course successfully.

By the time you finish *Exploring Globalization,* you will be in a better position to answer the key question for this course: To what extent should we embrace globalization? As you work your way through the book, keep this key question in mind as you think about the various ideas, points of view, perspectives, and insights you encounter. They will help you formulate a response to this question.

Cover

The photograph on the front cover of *Exploring Globalization* shows a group of people silhouetted against a stylized globe. Around the globe are bright, orbit lines — but no space ship. This image symbolizes the concepts behind this textbook and course: people, global connections, and global communication and transportation. Look carefully at the globe. Why do you suppose the artist showed Europe and Asia rather than North and South America?



Globalization, as you will discover, is not something happening to other people in other places. As the cover illustration suggests, it is happening to you, here and now. As with any human endeavour, globalization is made by everyone, every day. Your decisions, actions, and involvement change the face of globalization and its many effects on people everywhere. Every action, every decision, no matter how small, changes globalization. You shape the future, just as those who came before you shaped the past.

How This Book Is Organized

Review the table of contents to get a feel for how *Exploring Globalization* is organized. The book is divided into four related issues. Each related issue includes four chapters. Each chapter includes three or four inquiry questions to help guide your exploration, analysis, and evaluation of the chapter issue.

The **prologue** introduces key ideas as you begin the course.

The **related-issue question** provides a focus as you explore, analyze, and evaluate the material.

Each related issue opens with an overview titled **The Big Picture**.

Your Challenge is a guide to the assignment you will complete as you progress through the related issue.

The **chapter-issue question** provides a more specific focus that feeds into the related-issue question.

The **glossary** is a quick reference that explains key terms.

The **index** provides a quick way of locating specific information.

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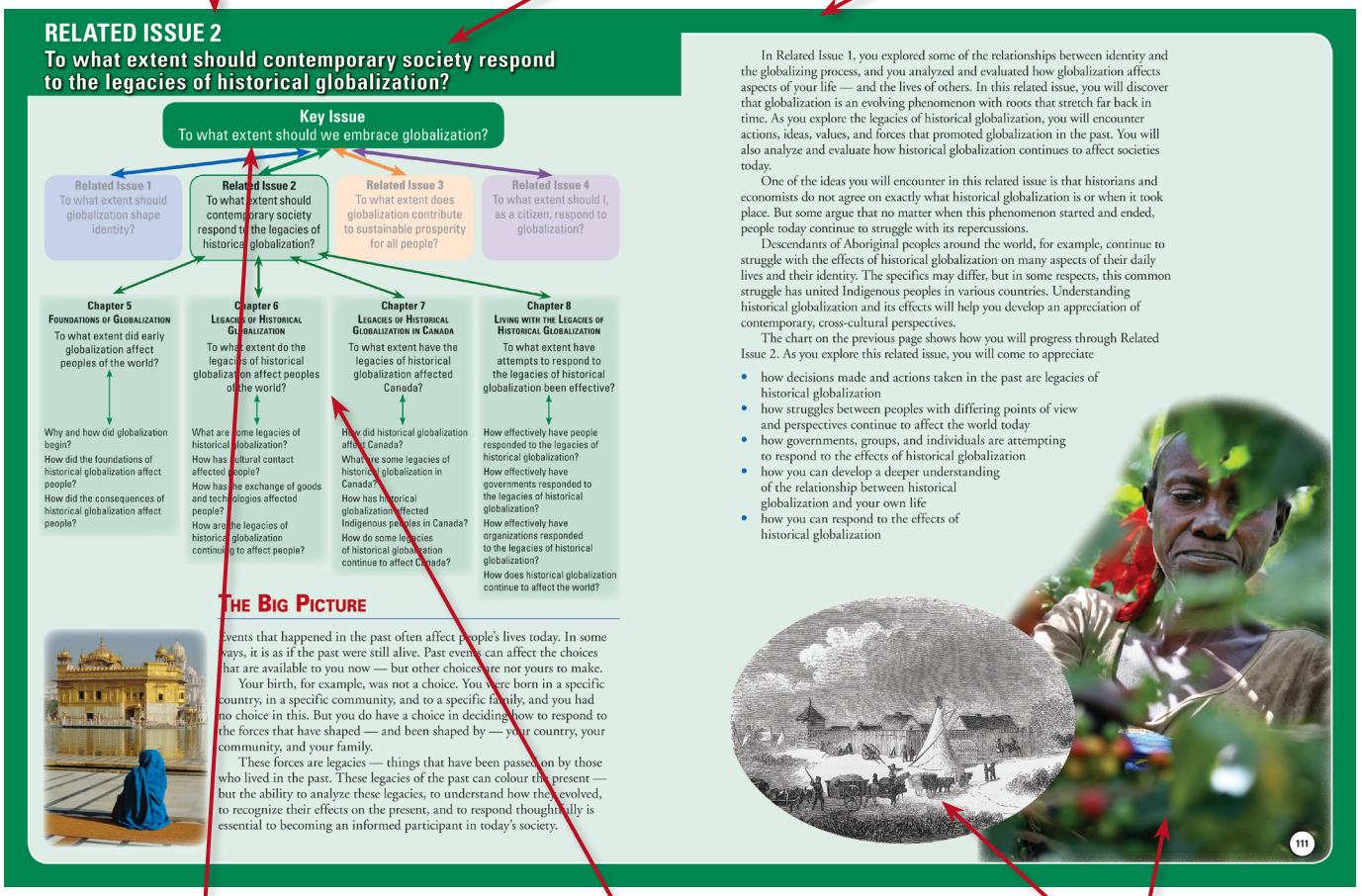
The Big Picture

The Big Picture provides a general overview of what will be explored in the related issue. Like a trailer for a movie, this opening two-page spread touches on the highlights of the related issue and prepares you for the "feature presentation."

The **related-issue number** appears at the top of the page.

The **related issue** provides the focus for the following four chapters.

The **colour bar** identifies the related issue throughout the four chapters of the section. It is a different colour in each of the four related issues.


RELATED ISSUE 2
To what extent should contemporary society respond to the legacies of historical globalization?
Key Issue
To what extent should we embrace globalization?
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To what extent should globalization shape identity?
Related Issue 2
To what extent should contemporary society respond to the legacies of historical globalization?
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What are some legacies of historical globalization?
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To what extent have attempts to respond to the legacies of historical globalization been effective?
How effectively have people responded to the legacies of historical globalization?
How effectively have governments responded to the legacies of historical globalization?
How effectively have organizations responded to the legacies of historical globalization?
How does historical globalization continue to affect the world?
The Big Picture
Events that happened in the past often affect people's lives today. In some ways, it is as if the past were still alive. Past events can affect the choices that are available to you now — but other choices are not yours to make.
Your birth, for example, was not a choice. You were born in a specific country, in a specific community, and to a specific family, and you had no choice in this. But you do have a choice in deciding how to respond to the forces that have shaped — and been shaped by — your country, your community, and your family.
These forces are legacies — things that have been passed on by those who lived in the past. These legacies of the past can colour the present — but the ability to analyze these legacies, to understand how they evolved, to recognize their effects on the present, and to respond thoughtfully is essential to becoming an informed participant in today's society.
In Related Issue 1, you explored some of the relationships between identity and the globalizing process, and you analyzed and evaluated how globalization affects aspects of your life — and the lives of others. In this related issue, you will discover that globalization is an evolving phenomenon with roots that stretch far back in time. As you explore the legacies of historical globalization, you will encounter actions, ideas, values, and forces that promoted globalization in the past. You will also analyze and evaluate how historical globalization continues to affect societies today.
One of the ideas you will encounter in this related issue is that historians and economists do not agree on exactly what historical globalization is or when it took place. But some argue that no matter when this phenomenon started and ended, people today continue to struggle with its repercussions.
Descendants of Aboriginal peoples around the world, for example, continue to struggle with the effects of historical globalization on many aspects of their daily lives and their identity. The specifics may differ, but in some respects, this common struggle has united Indigenous peoples in various countries. Understanding historical globalization and its effects will help you develop an appreciation of contemporary, cross-cultural perspectives.
The chart on the previous page shows how you will progress through Related Issue 2. As you explore this related issue, you will come to appreciate
how decisions made and actions taken in the past are legacies of historical globalization
how struggles between peoples with differing points of view and perspectives continue to affect the world today
how governments, groups, and individuals are attempting to respond to the effects of historical globalization
how you can develop a deeper understanding of the relationship between historical globalization and your own life
how you can respond to the effects of historical globalization
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The **key issue** is the overarching issue for the course.

This **organization chart** clearly maps how you will proceed through each related issue.

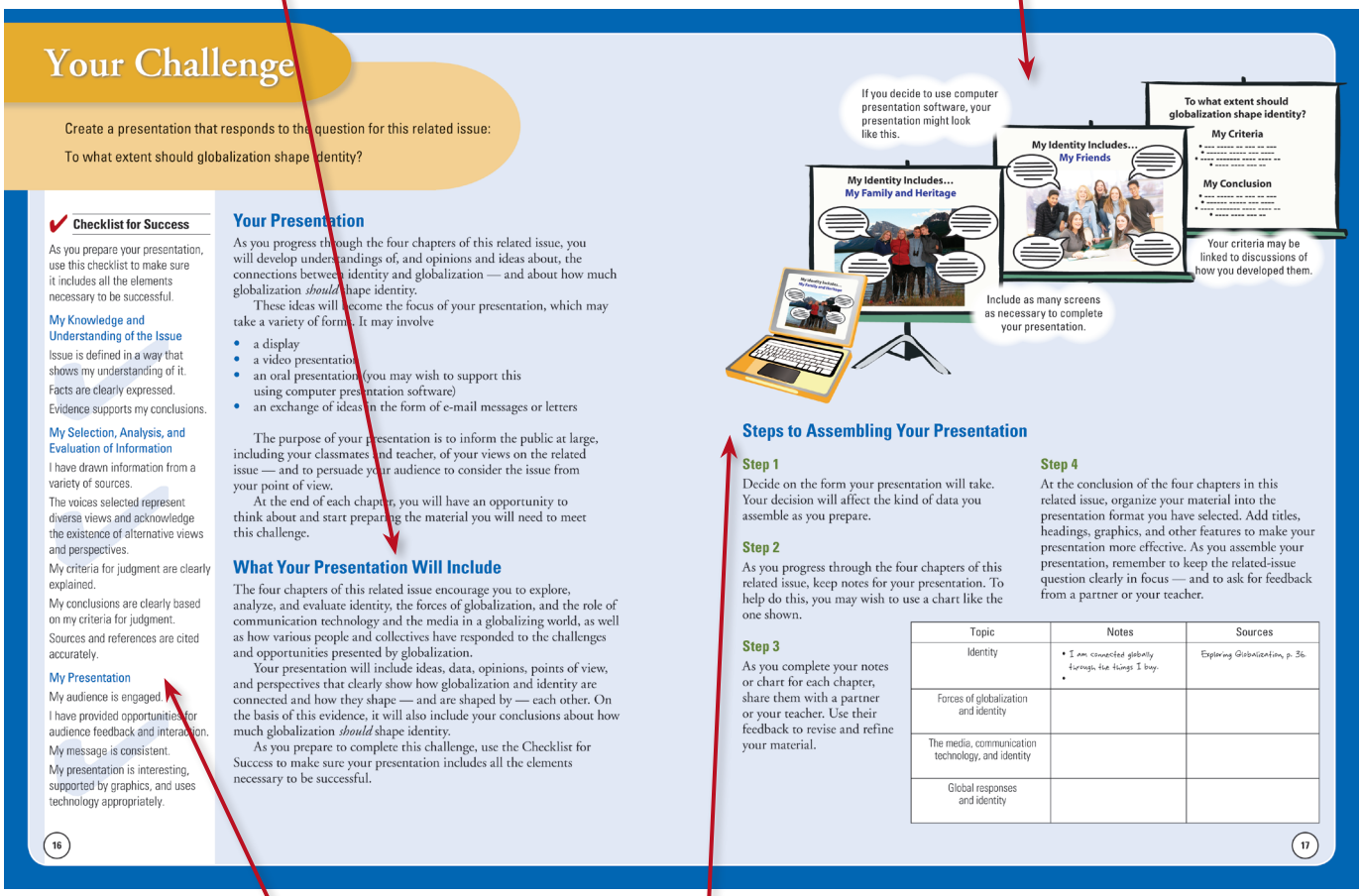
Visuals provide clues about what will be covered in the four chapters of the related issue.

Your Challenge

Each related issue presents one challenge. The challenge is presented at the beginning so you know ahead of time what assignment you may be required to complete. This helps you think about, develop, and prepare the ideas and materials you will need to successfully complete the challenge as you progress through the related issue

Specific instructions explain what the challenge involves.

An **example** of parts of the challenge or of a finished product helps you envision what you need to do to be successful. Your finished challenge need not look like the example. It is meant to provide ideas only.



Your Challenge

Create a presentation that responds to the question for this related issue:

To what extent should globalization shape identity?

Checklist for Success

As you prepare your presentation, use this checklist to make sure it includes all the elements necessary to be successful.

My Knowledge and Understanding of the Issue

Issue is defined in a way that shows my understanding of it.
Facts are clearly expressed.
Evidence supports my conclusions.

My Selection, Analysis, and Evaluation of Information

I have drawn information from a variety of sources.
The voices selected represent diverse views and acknowledge the existence of alternative views and perspectives.
My criteria for judgment are clearly explained.
My conclusions are clearly based on my criteria for judgment.
Sources and references are cited accurately.

My Presentation

My audience is engaged.
I have provided opportunities for audience feedback and interaction.
My message is consistent.
My presentation is interesting, supported by graphics, and uses technology appropriately.

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Your Presentation

As you progress through the four chapters of this related issue, you will develop understandings of, and opinions and ideas about, the connections between identity and globalization — and about how much globalization *should* shape identity.

These ideas will become the focus of your presentation, which may take a variety of forms. It may involve

- a display
- a video presentation
- an oral presentation (you may wish to support this using computer presentation software)
- an exchange of ideas in the form of e-mail messages or letters

The purpose of your presentation is to inform the public at large, including your classmates and teacher, of your views on the related issue — and to persuade your audience to consider the issue from your point of view.

At the end of each chapter, you will have an opportunity to think about and start preparing the material you will need to meet this challenge.

What Your Presentation Will Include

The four chapters of this related issue encourage you to explore, analyze, and evaluate identity, the forces of globalization, and the role of communication technology and the media in a globalizing world, as well as how various people and collectives have responded to the challenges and opportunities presented by globalization.

Your presentation will include ideas, data, opinions, points of view, and perspectives that clearly show how globalization and identity are connected and how they shape — and are shaped by — each other. On the basis of this evidence, it will also include your conclusions about how much globalization *should* shape identity.

As you prepare to complete this challenge, use the Checklist for Success to make sure your presentation includes all the elements necessary to be successful.

If you decide to use computer presentation software, your presentation might look like this.
To what extent should globalization shape identity?
My Criteria
My Identity Includes...
My Friends
My Identity Includes...
My Family and Heritage
My Conclusion
Your criteria may be linked to discussions of how you developed them.
Include as many screens as necessary to complete your presentation.

Steps to Assembling Your Presentation

Step 1

Decide on the form your presentation will take. Your decision will affect the kind of data you assemble as you prepare.

Step 2

As you progress through the four chapters of this related issue, keep notes for your presentation. To help do this, you may wish to use a chart like the one shown.

Step 3

As you complete your notes or chart for each chapter, share them with a partner or your teacher. Use their feedback to revise and refine your material.

Step 4

At the conclusion of the four chapters in this related issue, organize your material into the presentation format you have selected. Add titles, headings, graphics, and other features to make your presentation more effective. As you assemble your presentation, remember to keep the related-issue question clearly in focus — and to ask for feedback from a partner or your teacher.

Topic	Notes	Sources
Identity	• I am connected globally through the things I buy.	Exploring Globalization, p. 36
Forces of globalization and identity		
The media, communication technology, and identity		
Global responses and identity		

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The **Checklist for Success** is a quick review of how various elements of your challenge may be evaluated. This checklist can also be used as a self-assessment tool to help you complete the challenge successfully.

Steps provide specific instructions for organizing, developing, and completing your challenge.

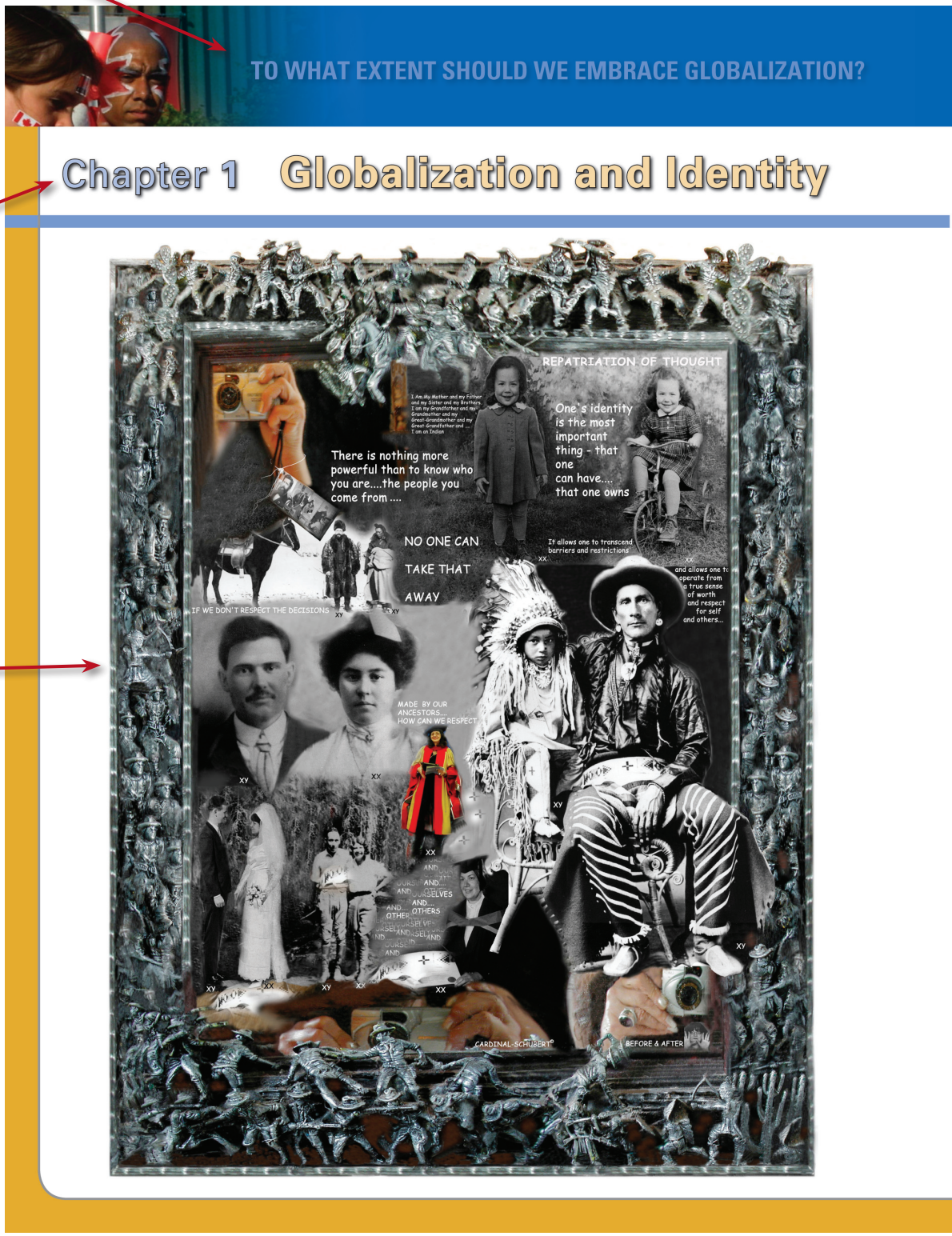
Chapter Openers

Every chapter opens with a two-page spread. On the left page is a visual or set of visuals designed to provide insight into the related and chapter issues, as well as to spark thought and discussion. The issue is introduced on the right page.

The **course issue** is always identified at the top of the page.

The **chapter number and title** appear below the colour bar.

The **large visual** provides a point of view or perspective on the related and chapter issues.


TO WHAT EXTENT SHOULD WE EMBRACE GLOBALIZATION?
Chapter 1 Globalization and Identity
REPATRIATION OF THOUGHT
There is nothing more powerful than to know who you are....the people you come from ....
One's identity is the most important thing - that one can have.... that one owns
NO ONE CAN
TAKE THAT
AWAY
IF WE DON'T RESPECT THE DECISIONS
MADE BY OUR ANCESTORS.... HOW CAN WE RESPECT
CARDINAL-SCHUBERT
BEFORE & AFTER

The **chapter issue** is presented in the colour bar across the top of the page. This is the focus of the chapter.

An **introduction** provides insight into the visuals and connects them to the chapter issue

CHAPTER ISSUE

To what extent does globalization shape your identity?

THE WORK OF ART shown on the previous page is a self-portrait — a portrait of the artist by the artist herself. But Joane Cardinal-Schubert's self-portrait is different. Rather than portraying herself at a particular moment, Cardinal-Schubert uses words and images to create a collage that shows the people and events, ideas and beliefs, that played an important role in her developing sense of herself. *Before and After* shows her becoming who she is and indicates that her identity is a work in progress. It is not yet complete. In the portrait, Cardinal-Schubert portrays herself as she shapes — and is shaped by — others. Even the frame that surrounds the piece expresses an important aspect of her identity.

Examine *Before and After* carefully. Find and make note of elements, objects, words, and people that show or symbolize

- Cardinal-Schubert's roots, heritage, and history
- her connection to the land
- her family
- at least three different stages in her life
- who she was when she completed the work
- what the title she chose — *Before and After* — expresses about her sense of identity

Examine the images that make up the frame of the painting. Cardinal-Schubert created this frame to give her audience a message. What do you think this message is? How does this message further your understanding of Cardinal-Schubert's identity?

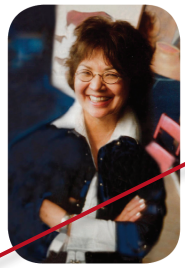


Figure 1-1 Kainai artist Joane Cardinal-Schubert created the work of art, titled *Before and After*, on the previous page.

Questions guide you to think about the visual and explore its connections to the chapter and related issue.

KEY TERMS

context

role model

collective

Key Terms alert you to vocabulary that is important to understanding the concepts.

LOOKING AHEAD

In this chapter, you will explore answers to the following questions:

- Who are you?
- How do you express who you are?
- How do collectives express who they are?
- How are identities connected through globalization?

Looking Ahead contains the inquiry questions that focus the explorations in the chapter. You will find these questions repeated as the main headings in the chapter.

My Point of View on Globalization

Based on your current understanding, use words or images — or both — to express your current point of view on globalization. Date your ideas and keep them in a notebook, learning log, portfolio, or computer file so that you can return to them as you progress through this course.

My Point of View on Globalization encourages you to rethink, re-evaluate, and reshape your evolving understandings of globalization.

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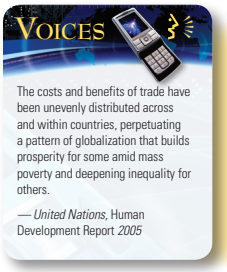
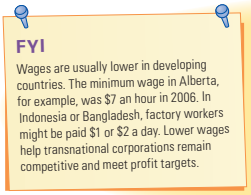
Special Features

The special features present information, data, ideas, and issues in different ways.


VOICES
The costs and benefits of trade have been unevenly distributed across and within countries, perpetuating a pattern of globalization that builds prosperity for some amid mass poverty and deepening inequality for others.
— United Nations, Human Development Report 2005

Voices

A quotation that substantiates an idea or provides an alternative point of view or perspective.


FYI
Wages are usually lower in developing countries. The minimum wage in Alberta, for example, was $7 an hour in 2006. In Indonesia or Bangladesh, factory workers might be paid $1 or $2 a day. Lower wages help transnational corporations remain competitive and meet profit targets.

FYI

These are interesting facts and ideas that enhance your understanding of the issues. This feature often provides a broader context for exploring the issues.

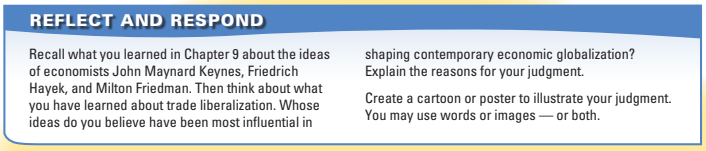
Web Connection
To find out more about how the Francophonie jeunesse de l'Alberta affirms and promotes the identity of French-speaking youth, go to this web site and follow the links.
www.ExploringGlobalization.ca

Web Connection

The web address in this feature takes you to a central site that provides connections that will expand your research and exploration of an issue.

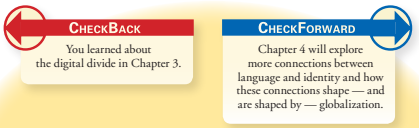
Activity Icon

These quick activities are designed to help you think about and explore the issues you are reading about.


REFLECT AND RESPOND
Recall what you learned in Chapter 9 about the ideas of economists John Maynard Keynes, Friedrich Hayek, and Milton Friedman. Then think about what you have learned about trade liberalization. Whose ideas do you believe have been most influential in shaping contemporary economic globalization? Explain the reasons for your judgment.
Create a cartoon or poster to illustrate your judgment. You may use words or images — or both.

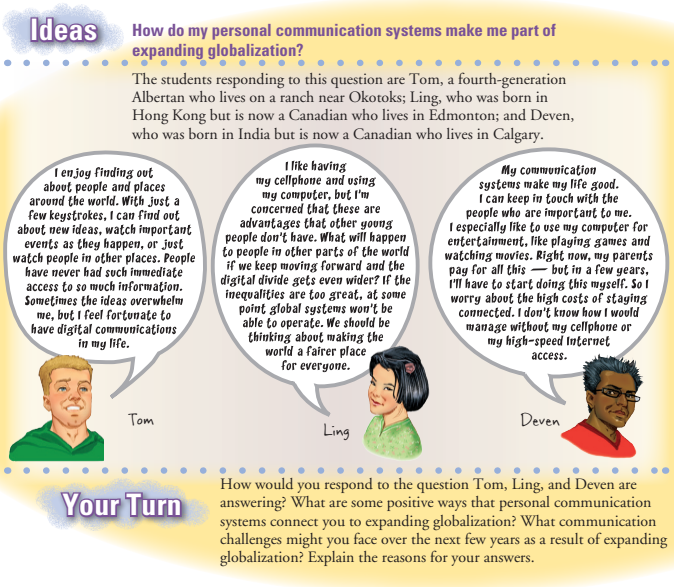
Reflect and Respond

These activities conclude each inquiry section by encouraging you to reflect on aspects of the related issue, the chapter issue, and the inquiry question. They provide you with an opportunity to assess your understanding and review ideas from various points of view and perspectives.


CHECKBACK
You learned about the digital divide in Chapter 3.
CHECKFORWARD
Chapter 4 will explore more connections between language and identity and how these connections shape — and are shaped by — globalization.

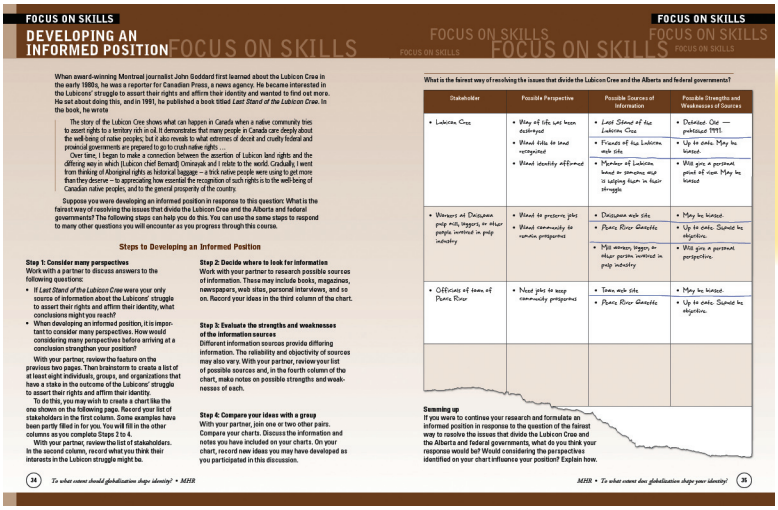
CheckForward and CheckBack

These icons appear at various points in the textbook. They direct you to chapters where the ideas you are reading about are explored further.


Ideas
How do my personal communication systems make me part of expanding globalization?
The students responding to this question are Tom, a fourth-generation Albertan who lives on a ranch near Okotoks; Ling, who was born in Hong Kong but is now a Canadian who lives in Edmonton; and Deven, who was born in India but is now a Canadian who lives in Calgary.
I enjoy finding out about people and places around the world. With just a few keystrokes, I can find out about new ideas, watch important events as they happen, or just watch people in other places. People have never had such immediate access to so much information. Sometimes the ideas overwhelm me, but I feel fortunate to have digital communications in my life.
Tom
I like having my cellphone and using my computer, but I'm concerned that these are advantages that other young people don't have. What will happen to people in other parts of the world if we keep moving forward and the digital divide gets even wider? If the inequalities are too great, at some point global systems won't be able to operate. We should be thinking about making the world a fairer place for everyone.
Ling
My communication systems make my life good. I can keep in touch with the people who are important to me. I especially like to use my computer for entertainment, like playing games and watching movies. Right now, my parents pay for all this — but in a few years, I'll have to start doing this myself. So I worry about the high costs of staying connected. I don't know how I would manage without my cellphone or my high-speed Internet access.
Deven
Your Turn
How would you respond to the question Tom, Ling, and Deven are answering? What are some positive ways that personal communication systems connect you to expanding globalization? What communication challenges might you face over the next few years as a result of expanding globalization? Explain the reasons for your answers.

Ideas

In every chapter, three students respond to a question suggested by the focus of the chapter. You are asked to add your point of view by responding to the same question.



FOCUS ON SKILLS

DEVELOPING AN INFORMED POSITION

When award-winning Montreal journalist John Goddard first learned about the Lubicon Cree in the early 1980s, he was a reporter for Canadian Press, a news agency. He became interested in the Lubicons' struggle to assert their rights and affirm their identity and wanted to find out more. He set about doing this, and in 1991, he published a book titled *Last Stand of the Lubicon Cree*. In the book, he wrote

> The story of the Lubicon Cree shows what can happen in Canada when a native community tries to assert rights to a territory rich in oil. It demonstrates that many people in Canada care deeply about the well-being of native peoples; but it also reveals to what extremes of deceit and cruelty federal and provincial governments are prepared to go to crush native rights ...
>
> Over time, I began to make a connection between the assertion of Lubicon land rights and the differing way in which [Lubicon chief Bernard] Ominayak and I relate to the world. Gradually, I went from thinking of Aboriginal rights as historical baggage – a trick native people were using to get more than they deserve – to appreciating how essential the recognition of such rights is to the well-being of Canadian native peoples, and to the general prosperity of the country.

Suppose you were developing an informed position in response to this question: What is the fairest way of resolving the issues that divide the Lubicon Cree and the Alberta and federal governments? The following steps can help you do this. You can use the same steps to respond to many other questions you will encounter as you progress through this course.

Steps to Developing an Informed Position

Step 1: Consider many perspectives
Work with a partner to discuss answers to the following questions:

- If *Last Stand of the Lubicon Cree* were your only source of information about the Lubicons' struggle to assert their rights and affirm their identity, what conclusions might you reach?
- When developing an informed position, it is important to consider many perspectives. How would considering many perspectives before arriving at a conclusion strengthen your position?

With your partner, review the feature on the previous two pages. Then brainstorm to create a list of at least eight individuals, groups, and organizations that have a stake in the outcome of the Lubicons' struggle to assert their rights and affirm their identity.

To do this, you may wish to create a chart like the one shown on the following page. Record your list of stakeholders in the first column. Some examples have been partly filled in for you. You will fill in the other columns as you complete Steps 2 to 4.

With your partner, review the list of stakeholders. In the second column, record what you think their interests in the Lubicon struggle might be.

Step 2: Decide where to look for information
Work with your partner to research possible sources of information. These may include books, magazines, newspapers, web sites, personal interviews, and so on. Record your ideas in the third column of the chart.

Step 3: Evaluate the strengths and weaknesses of the information sources
Different information sources provide differing information. The reliability and objectivity of sources may also vary. With your partner, review your list of possible sources and, in the fourth column of the chart, make notes on possible strengths and weaknesses of each.

Step 4: Compare your ideas with a group
With your partner, join one or two other pairs. Compare your charts. Discuss the information and notes you have included on your charts. On your chart, record new ideas you may have developed as you participated in this discussion.

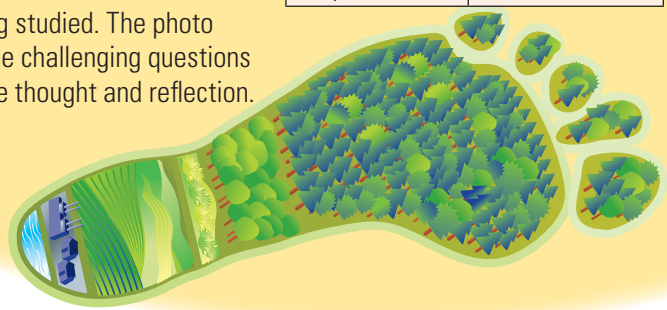
What is the fairest way of resolving the issues that divide the Lubicon Cree and the Alberta and federal governments?

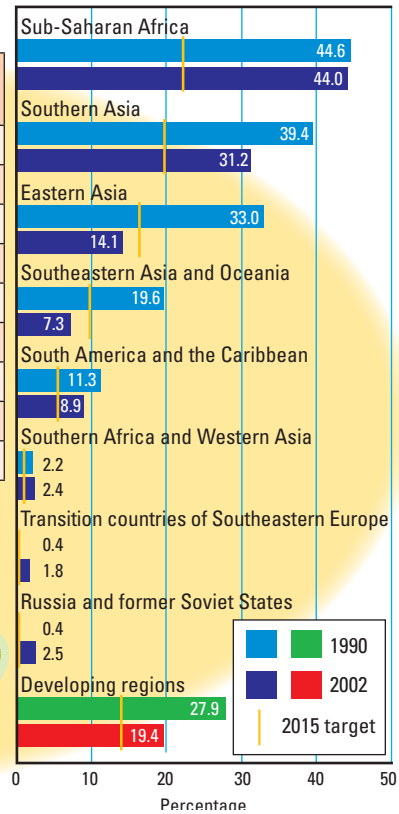
Stakeholder	Possible Perspective	Possible Sources of Information	Possible Strengths and Weaknesses of Sources
• Lubicon Cree	• Way of life has been destroyed • Need title to land recognized • Need identity affirmed	• *Last Stand of the Lubicon Cree* • Friends of the Lubicon, web site • Member of Lubicon, band or someone who is helping them in their struggle	• Detailed. Old — published 1991. • Up to date. May be biased. • Will give a personal point of view. May be biased.
• Workers at Daishowa pulp mill, loggers, or other people involved in pulp industry	• Need to preserve jobs • Need community to remain prosperous	• Daishowa web site • Peace River Gazette • Mill owners, loggers or other parties involved in pulp industry	• May be biased. • Up to date. Should be objective. • Will give a personal perspective.
• Officials of town of Peace River	• Need jobs to keep community prosperous	• Town web site • Peace River Gazette	• May be biased. • Up to date. Should be objective.

Summing up
If you were to continue your research and formulate an informed position in response to the question of the fairest way to resolve the issues that divide the Lubicon Cree and the Alberta and federal governments, what do you think your response would be? Would considering the perspectives identified on your chart influence your position? Explain how.

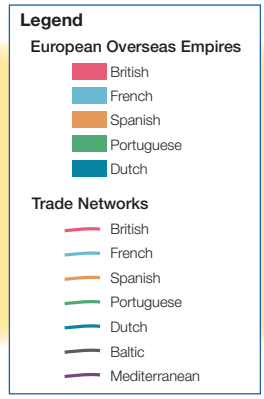
Focus on Skills helps you develop a specific social studies skill in every chapter. Each skill relates to the chapter content.

Country	GDP per Person (U.S. Dollars)
United States	$39 676
Norway	$38 454
Canada	$31 263
South Africa	$11 192
China	$5896
Ecuador	$3963
India	$3139
Honduras	$2876
Kenya	$1140



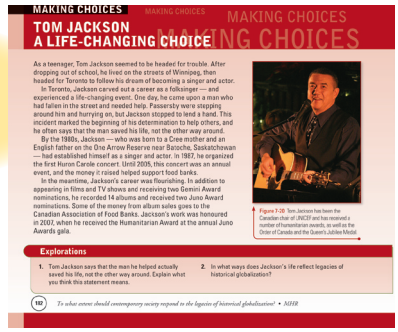


Photographs, **charts**, **graphs**, and **other visuals** support your learning and provide context for the material being studied. The photo captions often include challenging questions designed to stimulate thought and reflection.



Maps show you where events happened, provide information in a graphic format, and expand the meaning and context of the ideas and issues you are exploring.

Making Choices presents the issue-related choices made by an individual or organization. Exploring, analyzing, and evaluating these actions will provide you with opportunities to consider the range of choices open to you.


MAKING CHOICES

TOM JACKSON
A LIFE-CHANGING CHOICE

As a teenager, Tom Jackson seemed to be headed for trouble. After dropping out of school, he lived on the streets of Winnipeg, then headed for Toronto to follow his dream of becoming a singer and actor.

In Toronto, Jackson carved out a career as a folksinger — and experienced a life-changing event. One day, he came upon a man who had fallen in the street and needed help. Passersby were stepping around him and hurrying on, but Jackson stopped to lend a hand. This incident marked the beginning of his determination to help others, and he often says that the man saved his life, not the other way around.

By the 1980s, Jackson — who was born to a Cree mother and an English father on the Ore Arrow Reserve near Baroche, Saskatchowan — had established himself as a singer and actor. In 1987, he organized the first Huron Carole concert. Until 2005, this concert was an annual event, and the money it raised helped support food banks.

In the meantime, Jackson's career was flourishing. In addition to appearing in films and TV shows and receiving two Gemini Award nominations, he recorded 14 albums and received two Juno Award nominations. Some of the money from album sales goes to the Canadian Association of Food Banks. Jackson's work was honoured in 2007, when he received the Humanitarian Award at the annual Juno Awards gala.

Figure 7-20: Tom Jackson has been the Canadian chair of UNICEF and has received a number of humanitarian awards, as well as the Order of Canada and the Queen's Jubilee Medal.

Explorations

1. Tom Jackson says that the man he helped actually saved his life, not the other way around. Explain what you think this statement means.
2. In what ways does Jackson's life reflect legacies of historical globalization?

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IMPACT

LADAKH — RESPONDING TO GLOBALIZATION

When the remote Indian region of Ladakh was opened to tourists in the early 1970s, Dolma Tsering was alarmed. Over the next decades, she watched as her fellow Ladakhis embraced the values that arrived with the tourists.

To Tsering, it seemed as if Ladakhis were slowly but surely losing their distinctive identity and culture. But then, things began to change — and today, Tsering, who leads the Women's Alliance of Ladakh, is optimistic about her people's ability to shape their own future in their own way.

"For a while," Tsering told an interviewer, "we in Ladakh lost respect for ourselves and for our culture. But now we know we have no reason to feel inferior. Now we feel more confident about who we are. In fact, we know now that the world can learn a lot from us. It is important that our young people understand that. There is much that Ladakh can teach the world."

Living in Ladakh

Located high in the Himalaya Mountains, Ladakh is part of the northern Indian state of Jammu and Kashmir. About 200 000 Ladakhis exist in one of the harshest livable environments in the world. Ladakh is covered in snow for about eight months of the year — and the extreme altitude, cold, and isolation helped create a unique, self-sufficient culture that thrived for centuries.

Figure 4-10: Ladakh Region

Ladakhis remained isolated from the outside world for much longer than most other Indigenous cultures. Before a highway was opened in 1962, the only way to reach the area was to hike through narrow mountain passes. Even after the highway was built, the Indian government barred tourists from entering Ladakh because of a continuing border dispute with neighbouring China.

Despite its isolation, Ladakh was influenced by outside forces. Both Buddhism and Islam, the chief religions of most of the people, were imported from other regions. And Ladakhi men had always travelled to sell their products — primarily jewelry, salt, and dried fruit — and to buy goods, such as sugar and tea, which they cannot grow themselves.

New Economic Opportunities

The opening of the highway brought new economic opportunities to the region. Ladakhi found much larger markets. India, for example, began to buy large amounts of barley and grain. In addition, adventure tourism and trekking brought in even more money and significantly increased the income of many Ladakhis. And cheap imported food and products have become widely available, especially in Leh, the region's biggest town.

In addition, Amchi, a traditional herb and mineral-based medicine, has attracted the attention of the outside world. The ancient knowledge of Amchi is now being studied by other medical systems, such as India's, to see how it can benefit others.

Globalization Comes to Ladakh

As the world found out about Ladakh — and Ladakh found out about the world — the region faced many challenges. Helena Norberg-Hodge, a Swedish activist, was one of the first to document the effects of contact on Ladakhis. She wrote that, before the 1970s, Ladakh had developed a highly independent culture based on agriculture. People produced a surplus that they sold for enough money to buy luxuries, such as jewelry. Women were treated as equals, and children were taught skills that enabled them to contribute through co-operation, not competition.

Although incomes in Ladakh were low by Western standards, Ladakhis believed that their quality of life was excellent. Norberg-Hodge described a villager who was confused when asked where the poor lived in his village. "We don't have any poor people here," he said.

Contact with Western tourists began to change this perspective. Ladakhis viewed tourists as wealthy, because they were able to travel thousands of kilometres for pleasure. As a result, many Ladakhis — especially young people — began to think of themselves as poor and primitive. They started abandoning their own traditions to imitate the dress, lifestyles, and behaviour of tourists.

Tourism also brought other challenges. Water, for example, had always been scarce in Ladakh, where people used compost toilets that require no water. But tourists demanded flush toilets, as well as water for baths and showers. This depleted the water supply, and created pollution because sewers do not exist. Waste is emptied into large cesspits, which leak into rivers and pollute underground water supplies.

Ladakhis Respond to Globalization

Many Ladakhis began taking steps to affirm and promote their culture. The Women's Alliance, for example, is a group of Buddhist farm women who came together to preserve the region's small-scale farming traditions. The group also tries to find solutions to environmental problems.

For many people, the key to helping Ladakhis regain a strong sense of identity lies in educating young people — in the traditional Ladakhi way. Sonam Wangchuk, for example, founded the Students' Educational and Cultural Movement of Ladakh. He said that the Indian education system had failed Ladakhis. This system, he said, "helped convince people here that they were backward and primitive, that their language was worthless, that their traditions were bad."

Wangchuk said Ladakhis know that they cannot stop change. But, he added, "We must remain Ladakhis still — culturally, economically, in our hearts — and not some imitation of what we think the rest of the world is like."

Figure 4-11: When this highway opened in 1962, it marked the beginning of the end of Ladakh's isolation from the rest of the world.

Explorations

1. Think about what you have learned so far about measures taken by various collectives to affirm and promote their identity in a globalizing world. Prepare a list of the stakeholders involved in making decisions about revitalizing Ladakh culture. On the list, make a point-form note about the interest of each stakeholder. Compare your list with those of others in the class and revise your list if necessary.
2. Suppose Ladakh community leaders have asked several people to share their points of view on these questions: How should we Ladakhi respond to the situation we are facing? Should we isolate ourselves and refuse all contact? Is it even possible to "put the genie back in the bottle"? Can we limit contact with the outside world? Or should we assimilate?

With a partner, choose one of the following characters and prepare a brief oral presentation setting out the approach this person might suggest. Be sure your character explains why his or her approach would be effective.

- a Ladakhi teenager
- a Ladakhi farm woman
- a Ladakhi mother or father
- an outside tourist operator
- another stakeholder of your choice

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MHR • *To what extent can people respond to globalizing forces that affect identity?* 59

Impact focuses on a specific aspect of an issue. These features highlight how a group, place, person, or event has shaped — and been shaped by — the issue.

PROFILE

NELSON MANDELA
PRISONER AND PRESIDENT

As a young man, Nelson Mandela was one of many South Africans who took up the struggle to end apartheid. This was dangerous work under the apartheid regime, and like many South Africans, he was arrested, tried for sabotage and treason, and sentenced to life in prison. In prison, Mandela did not give up his work. He defended prisoners' rights and fought against abuse and injustice. As a result, he became a hero among black South Africans and among civil rights workers around the world.

Still, Mandela might have remained a prisoner if F.W. de Klerk had not become president of South Africa in 1989. De Klerk was committed to reform, and one of his first acts was to order the release of political prisoners such as Mandela. Once out of prison, Mandela and de Klerk worked together to continue the reform process.

In 1993, the two shared the Nobel Peace Prize for "their work for the peaceful termination of the apartheid regime, and for laying the foundations for a new democratic South Africa."

In his Nobel lecture, Mandela praised those who "had the nobility of spirit to stand in the path of tyranny and injustice" and who "recognized that an injury to one is an injury to all and therefore acted together in defence of justice and a common human decency."

Figure 8-14: Nelson Mandela comes from the Thembu people of the eastern Cape of South Africa. The first black lawyer in the country, he joined the African National Congress as a young man and helped organize protests against apartheid in the 1950s.

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Profile presents a brief, highly focused examination of an individual or organization. These features show how people act and react in different ways and illustrate the power and effectiveness of actions taken to initiate change.

POINTS OF VIEW

How does globalization shape — and how is it shaped by — the culture and identity of people around the world? Here is how three people have tried to grapple with answering this question.

Satya Das is an Edmonton journalist who was born in India and immigrated to Canada as a young boy. The following excerpt is from his book *Dispatches from a Borderless World*.

Who are you? The answer to this question takes many forms in a borderless world. Do we define ourselves as individuals or as part of a collective identity? Do we define ourselves by ethnicity, citizenship, and racial origin?

In Canada ... the fundamental question of identity has many answers. In accommodating the diversity of the world, Canada has bound itself to a momentous human experiment, a constructive exercise in living together. A Canadian identity, both individual and collective, offers a fascinating foundation for explorations and encounters in a borderless world ...

Kofi Annan, who is from Ghana, was secretary-general of the United Nations when he made the following remarks in a speech that opened the 1999 Francophonie Summit in Moncton, New Brunswick.

It is often said nowadays that although globalization brings us closer to one another, there is a danger that it may also turn our world into a place of dreary uniformity. Moreover, although globalization promises increased prosperity, it at the same time continues to widen existing gaps. These paradoxical trends have, understandably, led to considerable confusion. The general feeling is that globalization carries with it tremendous potential, but that some of its aspects require careful management ...

Long Litt Woon was born in Malaysia but now lives in Norway and has been active in a variety of organizations that deal with international migration and gender issues.

I am originally from Malaysia, but I obtained my degree in social anthropology at the university in Oslo. I have work experience from both the Norwegian central administration and from the private sector. I have been the Norwegian representative to the Council of Europe's steering committee for migration for several years. Until recently I was the director of the Norwegian Centre for Gender Equality. Currently, I am the co-founder and director of a consulting firm specializing in organisational development and diversity management.

I am often asked how long I have lived [in Norway]. "Twenty years," I say. The next remark often is, "Oh, you are almost Norwegian!"

The assumption here is that I have become less Malaysian because it is common to think about identity as a zero-sum game; if you have more of one identity, you have less of another. Identity is somehow imagined to be like a square box with a fixed size.

Explorations

1. With a partner, examine the words of these three speakers. What evidence do the word choices of each speaker offer about his or her point of view on how globalization shapes cultural identity — and vice versa?
2. In small groups, use the three excerpts as the starting point of a brainstorming session to develop answers to this question: To what extent should we embrace globalization?

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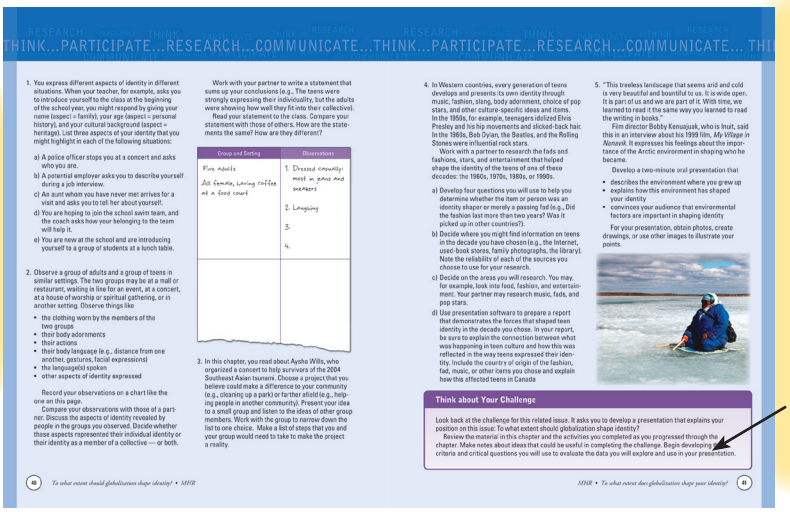
Points of View is a one-page feature that examines an issue through the words of people who are directly involved. The writers' or speakers' differing ideas provide you with an opportunity to deepen your understanding of an issue by exploring, analyzing, and evaluating various points of view.

At the end of each chapter, two pages titled **Think . . . Participate . . . Research . . . Communicate . . .** include activities designed to help you reinforce your skills, enhance your understanding of issues, and explore, analyze, and evaluate ideas and issues developed in the chapter.


THINK...PARTICIPATE...RESEARCH...COMMUNICATE...THINK...PARTICIPATE...RESEARCH...COMMUNICATE...

1. You express different aspects of identity in different situations. When your teacher, for example, asks you to introduce yourself to the class at the beginning of the school year, you might respond by giving your name (aspect = family), your age (aspect = personal history), and your cultural background (aspect = heritage). List three aspects of your identity that you might highlight in each of the following situations:

a) A police officer stops you at a concert and asks who you are.
b) A potential employer asks you to describe yourself during a job interview.
c) An aunt whom you have never met arrives for a visit and asks you to tell her about yourself.
d) You are hoping to join the school swim team, and the coach asks how your belonging to the team will help it.
e) You are now at the school and are introducing yourself to a group of students at a lunch table.

2. Observe a group of adults and a group of teens in similar settings. The two groups may be at a mall or restaurant, waiting in line for an event, at a concert, at a house of worship or spiritual gathering, or in another setting. Observe things like

- the clothing worn by the members of the two groups
- their body adornments
- their actions
- their body language (e.g., distance from one another, gestures, facial expressions)
- the language(s) spoken
- other aspects of identity expressed

Record your observations on a chart like the one on this page.

Compare your observations with those of a partner. Discuss the aspects of identity revealed by people in the groups you observed. Decide whether these aspects represented their individual identity or their identity as a member of a collective — or both.

Work with your partner to write a statement that sums up your conclusions (e.g., The teens were strongly expressing their individuality, but the adults were showing how well they fit into their collective).

Read your statement to the class. Compare your statement with those of others. How are the statements the same? How are they different?

Group and Setting	Observations
Five adults All female, having coffee at a food court	1. Dressed casually; most in jeans and sneakers 2. Laughing 3. 4.

3. In this chapter, you read about Aysha Wills, who organized a concert to help survivors of the 2004 Southeast Asian tsunami. Choose a project that you believe could make a difference to your community (e.g., cleaning up a park) or further afield (e.g., helping people in another community). Present your idea to a small group and listen to the ideas of other group members. Work with the group to narrow down the list to one choice. Make a list of steps that you and your group would need to take to make the project a reality.

4. In Western countries, every generation of teens develops and presents its own identity through music, fashion, slang, body adornment, choice of pop stars, and other culture-specific ideas and items. In the 1950s, for example, teenagers idolized Elvis Presley and his hip movements and slicked-back hair. In the 1960s, Bob Dylan, the Beatles, and the Rolling Stones were influential rock stars.

Work with a partner to research the fads and fashions, stars, and entertainment that helped shape the identity of the teens of one of these decades: the 1960s, 1970s, 1980s, or 1990s.

a) Develop four questions you will use to help you determine whether the item or person was an identity shaper or merely a passing fad (e.g., Did the fashion last more than two years? Was it picked up in other countries?).
b) Decide where you might find information on teens in the decade you have chosen (e.g., the Internet, used-book stores, family photographs, the library). Note the reliability of each of the sources you choose to use for your research.
c) Decide on the areas you will research. You may, for example, look into food, fashion, and entertainment. Your partner may research music, fads, and pop stars.
d) Use presentation software to prepare a report that demonstrates the forces that shaped teen identity in the decade you chose. In your report, be sure to explain the connection between what was happening in teen culture and how this was reflected in the way teens expressed their identity. Include the country or origin of the fashion, fad, music, or other items you chose and explain how this affected teens in Canada.

5. "This treeless landscape that seems arid and cold is very beautiful and bountiful to us. It is wide open. It is part of us and we are part of it. With time, we learned to read it the same way you learned to read the writing in books."

Film director Bobby Kenuajuak, who is Inuit, said this in an interview about his 1999 film, *My Village in Nunavik*. It expresses his feelings about the importance of the Arctic environment in shaping who he became.

Develop a two-minute oral presentation that

- describes the environment where you grew up
- explains how this environment has shaped your identity
- convinces your audience that environmental factors are important in shaping identity

For your presentation, obtain photos, create drawings, or use other images to illustrate your points.

Think about Your Challenge

Look back at the challenge for this related issue. It asks you to develop a presentation that explains your position on this issue: To what extent should globalization shape identity?

Review the material in this chapter and the activities you completed as you progressed through the chapter. Make notes about ideas that could be useful in completing the challenge. Begin developing criteria and critical questions you will use to evaluate the data you will explore and use in your presentation.

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MHR • *To what extent does globalization shape your identity?* 41

Think about Your Challenge is a reminder of the challenge you are preparing to complete as you progress through the related issue. It also provides tips to help you consider approaches that will help you achieve success.